



Communities That Care

Community Planning Training

Selecting and
Investigating
Programs, Policies
and Practices

Trainer's Guide
(120 minutes)

Module 3

Slides for Module 3

Module 3	3-1
We are here.	3-2
Module 3 goal.....	3-3
Objectives	3-4
Successful Community Action Plans	3-5
Community Action Plans identify ways to:	3-6
Meeting criteria	3-7
<i>Communities That Care Prevention Strategies: A Research Guide To What Works</i>	3-8
Developmental Cross-Reference Charts.....	3-9
Risk- and Protective-Factor Cross-Reference Charts	3-10
Activity: Identify gaps, issues and barriers to address by expansion or modification.....	3-11
Investigating existing community resources.....	3-12
Activity: Part 1—Identify tested, effective prevention strategies and programs, policies and practices.....	3-13
Critical program components.....	3-14
Activity: Part 2—Identify tested, effective prevention strategies and programs, policies and practices.....	3-15

Appropriateness of your programs, policies and practices.....	3-16
Implementation costs	3-17
Resources, skills and time available	3-18
Social and political issues	3-19
Activity: Identify social and political issues	3-20
Next up	3-21



Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 3-1

Notes



Mental Set: Cooperation

Time: 10 minutes

Let's start this module with an activity.

Please get into pairs and face away from each other. Imagine that each of you has been accused of a crime and brought into a separate room for interrogation. You have each been given two options: you can either confess to the crime or stay silent. If you both stay silent, you both get to go free, as there is no evidence against you. If you both confess, you both get 10 years in prison. If one of you confesses, the confessor will get to go free and the one who stays silent will get 20 years in prison.

With these conditions in mind, each person write down what you would do on a sheet of paper. Remember, there can be no contact between people.

Show each other your answers. Now, knowing the previous outcome, play again. Keep playing until you recognize a pattern and can make the best possible choice for yourself and your partner.

Debrief: *At first, it appears that the best choice is to confess—this decision has your own best interest in mind. But the person you are playing with is most likely thinking the same way. More often than not, both players will act in their own self-interest at first, for fear of being exploited. It becomes clear after playing several times, however, that cooperation is the best choice. The object of repeated play is to minimize your combined amount of jail time. Exploiting your partner is not the best long-term decision. Working together to maximize both players' outcome is the best solution.*

Notes

Now, I'd like you to raise your hand if you think you might have problems with securing resources as you begin developing and implementing a focused action plan in your community. (Show of hands.) Raise your hand if you think the existing programs and services in your community are going to be competing for fewer and fewer dollars in the next 5 years. (Show of hands.) Raise your hand if you envision an increasing need for programs and services in the next few years. (Show of hands.)

The activity you just did is a variation of a game called "The Prisoner's Dilemma," devised in 1950 by two scientists named Merrill Flood and Melvin Dresher who worked for the RAND Corporation. The activity helps make several points that can be useful when faced with the possible problems of community planning. Community members need to think "out of the box" when coming up with solutions. You need to focus on possibilities rather than obstacles, understand those problems from points of view other than your own and be willing to change your strategies over time if they don't work as well as others.

Keep these points in mind as we begin talking about responding to priorities by strengthening and enhancing existing resources and implementing tested, effective strategies to fill gaps in programs and services.



Slide 3-2

Notes

Phase Four: Creating a Community Action Plan



Community Planning Training Day One: Strategic Planning

Module 1 Overview

Milestone: The Community Board has the capacity to create a focused Community Action Plan

Module 2 Developing Community-Level Outcomes

Milestone: Specify the desired outcomes of the plan, based on the community assessment data

Module 3 Selecting and Investigating Programs, Policies and Practices

Milestone: Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps

WE ARE HERE.

Module 4 Developing Participant and Implementation Outcomes

Milestone: Develop implementation plans for each program, policy or practice selected

Let participants know that you will be covering the milestone “Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps” in this module.



Slide 3-5

Successful Community Action Plans:

- Build on results of your community assessment
- Identify community-level outcomes (behavior, risk-factor and protective-factor)
- Identify tested, effective prevention strategies.

Community Planning Training

3-5

Notes

Objective 1: Describe the components of a successful Community Action Plan.

As you learned in the first module, there are several factors that go into having a successful Community Action Plan. Let's review the key points.

Review each item as you click it onto the screen.



Building on results from your community assessment is key to having a successful Community Action Plan. This means your plan needs to:

- *address priority risk factors*
- *build on the strengths and resources of your community*
- *address areas where your community may be in need of further resources or ways to overcome roadblocks.*



A successful plan identifies specific desired outcomes and evaluation methods. This allows you to focus your efforts on meeting desired outcomes and to measure your progress along the way.



Your plan needs to include research-based, tested, effective programs, policies and practices to guide your community's prevention efforts.



Slide 3-6

Notes

Community Action Plans identify ways to:



- Incorporate tested, effective strategies into existing services
- Expand existing tested, effective programs, policies and practices
- Implement new tested, effective prevention programs, policies and practices
- Include systems-change strategies.

Community Planning Training

3-6

Objective 1: Describe the components of a successful Community Action Plan.

Let's review how your Community Action Plan can help guide you in implementing strategies for achieving your community-level outcomes.

- Your Community Action Plan will propose ways that existing programs, policies and practices can be modified to effectively address your priority risk factors and enhance protective factors. You'll remember that back in Module 1, I gave an example of how you could modify an existing visiting nurses program that uses an unevaluated approach by retraining the nurses to use the tested, effective David Olds' Nurse-Family Partnership™ program.
- Your plan will propose how existing, effective resources can be expanded to reach all those who need them. You can use the results of your community resources assessment to see where programs, policies and practices can help fill gaps. This will also allow you to see where resources are needed for implementation.
- Your plan will identify new tested, effective programs, policies and practices to fill gaps in existing services, and outline plans for implementation.
- Your plan will also recommend systems-change strategies—these are systemic changes that can either improve service delivery in existing programs or facilitate the implementation of new programs.



Slide 3-8

Notes

Communities That Care Prevention Strategies: A Research Guide to What Works



Beginning section

- Table of contents
- Risk factor grid by program
- Overview of the process
- Overview of the guide

Body of guide

- Focus areas
- Strategies
- Programs

Community Planning Training

3-8

Objective 2: Identify relevant tested, effective prevention strategies.

Note to trainers: Ask participants to follow along in their guides as you review the organization.

Review the slide.

The beginning section of the guide has four areas of interest:

- a table of contents listing all of the programs
- a grid that lists all of the programs and the risk factors addressed by each
- a brief overview of the Communities That Care process
- an overview of the guide and how it is structured.

The body of the guide is divided into four focus areas: Family Focus, School Focus, Community-Based Youth Programs Focus and Community Focus.

Within each focus area, there are a number of broad program strategies. For example, the first strategy in the Family Focus area is Marital Therapy. There is a description of the overall strategy (Marital Therapy) and the risk factor addressed by this strategy (Family Conflict).

Within each strategy, there are example programs. Can someone tell me the name of the program in the Marital Therapy strategy?

The “developmental period” bar above each program identifies the age groups for which the program has been tested. Next to each program name, you’ll see a series of circles with letters inside. Those give you further information about the resources available for the program. (See the key on the previous page.) For each program, you’ll find the risk and protective factors addressed, a description of the program and references. Some program descriptions also include a list of resources.

Note to trainers: Make sure participants understand what resources are available for each program. For example, some programs provide training and materials, but not a curriculum or technical assistance. This could affect program selection.



Slide 3-10

Risk- and Protective-Factor Cross-Reference Charts

Communities That Care

Risk Factor Addressed	Program Strategy	Protective Factors					Developmental Period	Page #	
		Healthy Beliefs & Clear Standards	Bonding	Opport.	Skills	Recog.			
Family History of the Problem Behavior	Prenatal/Infancy Programs	✓	✓	✓	✓	✓	prenatal-2	4	
	Family Management Problems	Prenatal/Infancy Programs	✓	✓	✓	✓	✓	prenatal-2	4
		Early Childhood Education	✓	✓	✓	✓	✓	3-5	14
		Parent Training	✓	✓	✓	✓	✓	prenatal-14	25
Family Conflict	Family Therapy	✓	✓	✓	✓	✓	6-14	41	
	Favorable Parental Attitudes and Involvement in the Problem Behavior	Marital Therapy	✓	✓	✓	✓	✓	prenatal	2
		Prenatal/Infancy Programs	✓	✓	✓	✓	✓	prenatal-2	4
		Parent Training	✓	✓	✓	✓	✓	prenatal-14	25
Favorable Parental Attitudes and Involvement in the Problem Behavior	Family Therapy	✓	✓	✓	✓	✓	6-14	41	
	Prenatal/Infancy Programs	✓	✓	✓	✓	✓	prenatal-2	4	
	Parent Training	✓	✓	✓	✓	✓	prenatal-14	25	
	Community/School Policies	✓	✓	✓	✓	✓	all	136	

Community Planning Training

3-10

Notes

Objective 2: Identify relevant tested, effective prevention strategies.

Four Risk- and Protective-Factor Cross-Reference Charts make up the second set of charts in Appendix A.

As you know, there are four domains of influence in children's lives: family, community, school, and peer and individual. This first chart shows the risk factors associated with the family domain.

The risk factors associated with each domain are in the left-hand column. These correspond to the program strategy that best addresses each risk factor in the next column to the right. These are followed by several protective factors. The check marks show which protective factors the program strategy addresses.

The final two columns show the developmental period (the age group for which the program has been tested) and the page number that corresponds with the program strategy for that particular row.

Are there any questions about how the charts are set up?

Note to trainers: A review of available program materials and evaluation reports was used to determine which protective factors each program strategy addresses. It is possible that a program strategy addresses additional protective factors, but there was insufficient information available to make that determination.



Activity:
Identify gaps, issues and barriers to address by expansion or modification

Communities That Care

- Choose a gap, issue or barrier.
- Determine if the gap, issue or barrier can be addressed by modifying or expanding existing effective resources.
- Highlight those gaps on the Strategic Planning Worksheet.

Community Planning Training

3-11



Notes

Objective 2: Identify relevant tested, effective prevention strategies.

Listed on the Strategic Planning Worksheet are your priority risk factors and the gaps, issues and barriers in addressing those risk factors. This information is included in your Resources Assessment Report. You may be able to address some of these gaps by expanding or modifying existing, effective community resources, rather than implementing new tested, effective programs, policies and practices.

In this activity, you will determine what gaps, issues and barriers can be addressed by expanding or modifying existing, effective resources. For example, a sector gap occurs if a tutoring program is offered at the public library but not in the schools. You might determine that it would be more practical to make the existing tutoring program available to schools rather than implement a new tutoring program.

Note to trainers: Explain to participants that many of their existing community resources may not have been tested for effectiveness. This doesn't necessarily mean those programs are ineffective or that they should try to replace all of them with tested, effective programs. However, if they choose to expand an existing program or implement a new program, it should be one that has already been tested and shown to be effective. Over time, as new tested, effective programs become part of the community, the community may want to consider reprogramming or realigning existing resources to support tested, effective programs.

Activity: Identify gaps, issues and barriers to address by expansion or modification

Time: 15 minutes

Instructions:

- Divide participants into groups of three. Have each group choose a gap, issue or barrier. (Trainer should ensure that all of the gaps are covered.)
- Using the results of the Resources Assessment Report, determine the nature of each gap, issue or barrier and if it can be addressed by modifying or expanding existing, effective resources.
- Have participants report-out to the larger group. Highlight the gaps on the Strategic Planning Worksheet that can be addressed through modification or expansion.



Slide 3-12

Notes

Investigating existing community resources

Communities That Care

- What type of modification or expansion is required?
- What level of support exists from the program providers for modification or expansion?
- Are there any special requirements?
- What are the costs of modification or expansion?

Community Planning Training

3-12

Objective 2: Identify relevant tested, effective prevention strategies.

Expanding or modifying an effective community resource may be an easy task since you have already identified the nature of the gap, issue or barrier. For example, a geographic gap occurs when a program that works to reduce the availability of alcohol to adolescents is available only in the largest city in the county and not in outlying rural areas. To address this gap, you simply may need to expand this program so that it reaches the areas in need.

Some effective community resources may require a more complex expansion or modification. Yet there are some basic questions you should ask when investigating whether to expand or modify any existing, effective community resource. They include:

- *What type of modification or expansion is required?*
- *What level of support exists from the program providers for modification or expansion?*
- *Are there any special requirements for expansion or modification, such as training new staff or providing transportation, and are they feasible?*
- *What are the costs of modification or expansion and are they feasible?*

As you continue your work after this training, use the Existing, Effective Resources Worksheet in your Participant's Guide to help investigate expanding or modifying your community resources. After an investigation, you may feel that implementation of a new tested, effective program, policy or practice would be a better way to address the gap, issue or barrier.

Existing, Effective Resources Worksheet

	Community Resource 1	Community Resource 2	Community Resource 3
Type of modification or expansion			
Level of support			
Special requirements			
Costs of expansion or modification			



Slide 3-13

Notes

Activity: Part 1 — Identify tested, effective prevention strategies and programs, policies and practices



- Use the Risk- and Protective-Factor Cross-Reference Charts to identify one strategy for addressing your gaps, issues or barriers to investigate in *Communities That Care Prevention Strategies: A Research Guide To What Works*.
- Highlight the strategy.

Community Planning Training

3-13

Objective 2: Identify relevant tested, effective prevention strategies.

Now let's turn our attention to addressing those gaps that will require you to select and later implement a strategy and new tested, effective programs, policies and practices.

We'll be doing a two-part activity. The first part involves using the Risk- and Protective-Factor Cross-Reference Charts in your prevention strategies guide.

Activity: Part 1—Identify tested, effective prevention strategies and programs, policies and practices

Time: 5 minutes

Instructions:

- Have participants continue to work in their groups of three. Assign each group a gap, issue or barrier, along with its corresponding risk factor.
- Have participants turn to the Risk- and Protective-Factors Cross-Reference Charts in their prevention strategies guide. Have each group identify one possible strategy for the gap, issue or barrier addressing their priority risk factor. Ask them to highlight the strategy.

Note to trainers: Have groups stay together as you review the next slide. These same groups will work together in the second part of the activity.



Slide 3-15

Notes

Activity: Part 2 — Identify tested, effective prevention strategies and programs, policies and practices



- Find and highlight a program that addresses your priority risk factor.
- Identify and highlight critical components of the program.
- Share the selections and list them on the Strategic Planning Worksheet.

Community Planning Training

3-15

Objective 2: Identify relevant tested, effective prevention strategies.

Now let's put this kind of information to use to identify tested, effective programs, policies and practices to investigate for **your** community.

Note to trainers: Remind participants that available resources for programs listed in the guide vary. They can determine what resources are available by checking the symbols that appear by each program name. Participants should keep available resources in mind when they select their programs, policies or practices.

Activity: Part 2—Identify tested, effective prevention strategies and programs, policies and practices

Time: 30 minutes

Instructions:

- Have participants continue to work in their groups of three. Have them review the program descriptions for the strategies they identified in Part 1 of this activity. Tell them to find a program, policy or practice that their community could use to fill the gaps addressing their priority risk factors for their selected strategies. Have them highlight the name of the program.

(Be sure participants understand that if a priority risk factor is currently being addressed by a community resource, their selections should work with the existing resource to fill gaps, and not overlap or duplicate its functions.)
- Have them identify and highlight the critical components of each selection.
- Tell each group to report-out to the large group and share the selection. List each selection on the easel sheet copy of the Strategic Planning Worksheet.

Note to trainers: Let participants know that these selections are preliminary. The group will now learn how to further investigate their programs, policies or practices. This investigation will take place in the community and should be completed before the program, policy and practice selections are finalized in the Community Action Plan.



Slide 3-17

Notes

Implementation costs

Communities That Care

- Staff costs
- Training costs
- Supplies and materials
- Equipment and facilities
- Administration
- Outside training and technical assistance
- Substitutes or staff replacements
- Transportation
- Costs over time

Community Planning Training

3-17

Objective 3: Further investigate tested, effective programs, policies and practices.

Before selecting your programs, policies and practices, you need to have a sense of their implementation costs. This could have an impact on what programs, policies and practices you are able to select. Implementation costs may vary from program to program. Here are some types of expenses for each program you are considering:

- *Staff costs—This may include salaries or possible traveling expenses. It may also include costs for education and/or licensing fees, depending on your staff's qualifications.*
- *Training costs—Depending on the program you choose, there may be training costs to pay. This can be determined by identifying the available resources for each program.*
- *Supplies and materials—Materials may include handouts, writing materials, books or kits.*
- *Equipment and facilities—You may need special equipment for some programs, policies and practices, including computers or projection screens. You may also need to locate places where program training can take place.*
- *Administration—You may need to have program administrators to oversee the program.*
- *Technical assistance—Assistance may be needed to set up and maintain programs.*
- *Substitutes or staff replacements—This expense may be required if your staff needs to be covered while they are at trainings or meetings related to the new strategies.*
- *Transportation—You may need to provide transportation for staff, participants or both. This may prove challenging in smaller or rural communities.*
- *Costs over time—Finally, you may need to determine how much the program will cost to maintain over time.*

As you continue your work after this training, you can use the Implementation Costs Worksheet in your Participant's Guide to estimate the costs of your selected programs, policies and practices. This will help determine whether your selections are feasible or too expensive.

Implementation Costs Worksheet

	Program, Policy or Practice 1	Program, Policy or Practice 2	Program, Policy or Practice 3
Staff costs			
Training costs			
Supplies and materials			
Equipment and facilities			
Administration			
Technical assistance			
Staff replacements			
Transportation			
Costs over time			



Slide 3-18

Notes

Resources, skills and time available

Communities That Care

- Resources—how they will affect selected programs, policies and practices
- Skills—credentials and experience
- Timing—when implementation steps will take place

Community Planning Training

3-18

Objective 3: Further investigate tested, effective programs, policies and practices.

Resources, skills and timing issues are important factors to consider for implementation.

- *Resources—You have already selected programs, policies and practices to address priority risk factors that your community's current resources either do not address, or do so inadequately because of gaps, issues and barriers. You will need to further investigate how the resources listed in your Resources Assessment Report could affect your selections before finally deciding upon programs, policies and practices to include in your Community Action Plan. For example, are there individuals in the community dedicated to youth development who will offer their time to help once the program is implemented? Or, if you already have staff that has access to a relevant population, could they be trained in the tested, effective program? This would eliminate a barrier to implementation. Barriers are possible if certain resources disagree with your selected programs.*
- *Skills—Consider what credentials and expertise are needed for successfully implementing the programs, policies or practices you've selected. For example, let's say that a program, policy or practice was shown effective under controlled experimental conditions being administered by people with master's degrees. In order to implement a tested, effective program, policy or practice with fidelity, you would need to see whether there are people in your community who also have these credentials.*
- *Timing issues—Consider when each stage of the implementation will occur and how much time is required between stages. For example, will implementation take place over the entire school year or only part? It's best to have a general sense of these issues before selecting programs, policies and practices for your Community Action Plan.*

Use the Resources, Skills and Time Issues Worksheet in your Participant's Guide to help keep track of these factors that may affect your selected programs, policies and practices. Each of these factors should be understood before writing your Community Action Plan.

Resources, Skills and Time Issues Worksheet

Identify which of the following kinds of resources in your Resources Assessment Report will affect your selections of programs, policies and practices:

- Networks and organizations that foster collaboration and information sharing
- Staff with access to populations you want to serve
- Staff with skills that could be utilized for selected tested, effective programs
- Individuals in the community dedicated to youth development
- Funding sources and resource providers
- Programs or personnel that might be barriers to program implementation

How will having or not having these resources affect the selection of your programs, policies and practices?

Examine your selected programs, policies and practices. Determine if staff will need any special credentials or expertise for successful implementation.

Determine when each stage of your selected program, policy or practice will take place.

Program, policy or practice	Stage of implementation	When it will occur



Slide 3-19

Notes

Social and political issues

Communities That Care

- Community events that raise new issues
- Public sentiment
- Budget crises
- New governments
- Recent immigration

Community Planning Training

3-19

Objective 3: Further investigate tested, effective programs, policies and practices.

Social and political issues are points of concern in the community that could affect your final selection of a program, policy or practice. They should therefore be carefully considered before drafting the Community Action Plan. Youth and community members are good sources of information for social and political issues you may face.

Here are some examples where social or political issues could affect the implementation of programs, policies or practices:

- *A recent community event raises awareness about a specific issue in the community. This could be an issue that is new to the community, or one that has not yet been brought to the attention of community leaders.*
- *Public sentiment clearly shows support for or opposition to a specific program, policy or practice.*
- *A budget crisis in the school district is consuming the time and energy of school leaders. This could make a program requiring significant time and energy difficult to implement.*
- *A new mayor or other city official is elected, reorganizing the city government. This could put program selection decisions on hold.*
- *Recent immigration has brought the needs of this new population to the attention of community leaders. Any tested, effective program that does not meet the needs of this population could be problematic.*

Social and Political Issues Worksheet

What social and political issues in the community could affect selection of programs, policies and practices?

How could the identified social and political issues affect the implementation of selected programs, policies and practices?

What support/opposition to any of the programs selected should we anticipate?

What community resources could help with anticipated opposition?

How can the community take advantage of anticipated support?

Notes